
Curriculum Framework



HELP FOR NON-ENGLISH SPEAKERS

If you need help to understand the information in this policy, please contact Rosebud Secondary College on 03 5986 8595 or rosebud.sc@education.vic.gov.au.

PURPOSE

The purpose of this framework is to outline Rosebud Secondary College's organisation, implementation and review of curriculum and teaching practices and to ensure that, taken as a whole, all eight learning areas are substantially addressed, unless an exemption applies.

The framework shows, at a high level, how the school will deliver its curriculum, how the curriculum and teaching practice will be reviewed, how we assess student learning, how we record and monitor student performance, and when and how we report to parents.

This curriculum framework should be read alongside our whole school curriculum plans.

OVERVIEW

Rosebud Secondary College provides all students with a planned and structured curriculum to equip them with the knowledge, skills and attributes needed to complete their schooling and to make a successful transition from school to work, training or further education.

Rosebud Secondary College is committed to offering a comprehensive curriculum based on the [Victorian Curriculum F-10](#). The key points in this framework, and in line with the [F-10 Revised Curriculum Planning and Reporting Guidelines](#), are a commitment to:

- A defined curriculum content is the basis for student learning
- Curriculum planning that is based on two-year bands of schooling rather than each year level
- Developing and publishing a separate whole-school curriculum plan that documents our teaching and learning program
- Reporting student learning against the achievement standards in the curriculum
- Reporting student learning to students and parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy.
- Complying with Departmental policies relating to curriculum provision, including:
 - [Physical and Sport Education – Delivery Outcomes](#)
 - [Languages Education](#)
 - [Holocaust Education – Delivery Requirements](#)

Rosebud Secondary College aims to empower students to reach their personal best, and fully equip them to contribute positively to society as happy, healthy young adults. The college values are the foundation for the creation of a respectful environment. Rosebud Secondary College's values are Respect, Personal Best, Belonging and Responsibility.

- We respect ourselves, our school and each other, and understand that our attitudes and behaviours have an impact on the people around us.

- We strive for excellence, which means trying our hardest and doing our personal best.
- We value our students, staff and community, developing a sense of belonging to this school.
- We encourage the act of taking responsibility for our learning and in our actions.

Rosebud Secondary College is committed to ensure that we are hearing the voice of, and meeting the individual education needs of all our students. As a College we develop our teaching and learning based on the Science of Learning Principles. The Science of Learning summarises existing cognitive-science research on how students learn, and connects it to practical implications for teaching. The College uses the Gradual Release teaching and learning model. This model provides staff and students with the structure to ensure that we are overtly developing independent learners.

Our broad curriculum is planned and taught sequentially and allows students to have some ownership in all aspects of their learning. To support the delivery of the curriculum at our school we access and select a wide range of suitable educational resources that enhance classroom learning and undertake a range of student assessment and reporting activities.

IMPLEMENTATION

Rosebud Secondary College implements its curriculum based on the Science of Learning Principles through the Gradual Release of Responsibility Teaching and Learning Model. We ensure the following key learning occurs:

- All students undertake year-long programs in English, Mathematics and Physical Education
- All students undertake science and humanities across all year levels
- All students undertake a variety of Arts disciplines
- All students undertake all technology disciplines (design and technologies, digital technologies)
- All students undertake a language (Indonesian or Japanese)

At Rosebud Secondary College, class time is structured into a fortnightly timetable, with 5 hours of learning per day, broken into 58-minute sessions.

Rosebud Secondary College adopts a HOUSE Structure to provide students with opportunities for increased connectedness to their teachers and peers. *Homegroup classes are held for 58 minutes per week.*

Further information on how our school implements the curriculum, including the learning areas provided at each year level/band of schooling, and the capabilities that are developed by students across these learning areas and the approximate time allocations for each learning area, is provided in our whole school, curriculum area, year level and unit / lesson curriculum plans.

1. Language provision

Rosebud Secondary College will deliver Indonesian and Japanese as a Language, based on local primary school languages studied..

2. Pedagogy

The pedagogical approach at Rosebud Secondary College is the Gradual Release of Responsibility using the principles of the Science of Learning and High Impact Teaching Strategies.

3. Assessment

Rosebud Secondary College assesses student progress in line with the Department's [Assessment of Student Achievement and Progress Foundation to 10](#) policy.

Students at Rosebud Secondary College will have multiple and varied opportunities to demonstrate learning and achievement. Teachers use assessment tasks that cover multiple curriculum levels to ensure that evidence of learning and growth is captured for every student. All students are capable of making individual learning progress. We understand that the rate and pace of learning along the continuum is not fixed and constant; there may be plateaus and even setbacks and different children learn at different rates. Therefore, we aim to work in partnership

with students to achieve learning growth by meeting them where they are on the learning continuum and supporting them to take the next steps.

- Teachers at Rosebud Secondary College use a combination of formative assessment for learning (to focus feedback and guide future learning) and summative assessment of learning (to determine what the student has learned at the end of a sequence of learning), alongside student self-assessment and reflection.
- Assessment is used in an ongoing way, to guide future lessons and learning, as well as to keep students and parents informed of student progress.
- There are many different forms of assessment that may be used throughout a unit of learning to establish where a student is at on the learning continuum and to inform planning for progress. The types of tasks will differ, depending on the key learning area and the nature of the unit, however, it is an expectation that where there is more than one class of any subject, the nature of assessment and feedback is consistent across all classes enrolled in that subject in a given reporting period, with scope for differentiation by teachers for individual students or groups of students where required. Significant modification of tasks (above or below the standard) may be appropriate when a student is on an Individual Learning Plan.
- Assessment tasks are developed to support students to show their knowledge, skills and understandings and will include clear instructions, relevant supporting documents (scaffolds, planning documents, etc) and allow sufficient time for completion. Teachers will make modifications to the task to cater for students with additional learning needs.
- Rosebud Secondary College will develop Individual Education Plans (IEPs) for students who are part of the Program for Students with a Disability (PSD), Koorie students and students in 'Out of Home' care, in consultation with students, parents and where appropriate, with outside agencies.
- Where possible, staff will participate in cross-marking of assessment tasks (moderation) involving assessment rubrics and work samples so that staff can apply consistent judgements of student progress against Victorian Curriculum Standards across the school.

4. Reporting

Rosebud Secondary College reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Rosebud Secondary College ensures that there is continuous sharing of assessment information formally and informally with parents/carers throughout the term/semester, including through twice-annual formal reporting.

At Rosebud Secondary College progress reports are issued to parents in both terms 2 and 4 as well as ongoing continuous feedback of learning and assessment tasks each term. Parent/Teacher interviews are conducted in terms 1 and 3 where parents are invited to discuss their child's progress by making an appointment with their teacher.

The progress report will be in a written format that is clear for parents/carers to understand and will be accessible in digital form with the option to translate text from English to another language, to cater to our school community.

- *Rosebud Secondary College will report directly against the Victorian [Curriculum F-10 achievement standards](#).*
- Both student achievement and progress will be included in the report.
- Using progression points student will be placed onto a learning continuum which demonstrates the student's achievement and learning growth against what is 'expected' for students of that year level at the time of reporting, will be used for reporting against the achievement standards in English, Mathematics and Science (where applicable).
- Opportunities are provided for parents/carers and students to discuss the school report with teachers and/or school leaders two times a year.

Parent-teacher interviews, conducted twice-yearly, enable the opportunity to discuss the students' progress and how they can continue to be supported at home. Interpreting services will be made available where required.

5. Curriculum and teaching practice review

School curriculum and teaching practice is reviewed against the [Framework for Improving of Student Outcomes \(FISO 2.0\)](#). FISO and the FISO improvement cycle help identify focus areas for improvement and to evaluate the impact of introduced initiatives.

Review of school curriculum

The college learning sequences are reviewed each year and audited every second year. The review is conducted at a staff level, key learning area level, leading teacher level and Assistant Principal level. See the table below for a more detailed description of the college curriculum review process.

Layer of review/planning	Process and data used	Responsibility	Timeframe
Whole school	Assistant Principal and Curriculum Leader review the overall curriculum and meet with Heads of Department to review the learnings at different levels	Assistant Principal and Curriculum Leader	Yearly
Curriculum Areas	Key Learning Area Leaders in conjunction with the Curriculum leader review units and lessons	HODS and Curriculum LT	Once a Semester
Year levels	Key Learning Area Leaders in conjunction with the year level team leaders review units and lessons	HODS and Year Level Team Leaders	Once a Semester
Units and lessons	Staff teaching units and lessons review lessons taught over a unit and review, reflect and make improvements every 5 or 10 weeks dependant on subject.	Teachers of Units of work and Key Learning Area Leaders	5 weeks for Core subjects and 10 weeks for Specialist subjects

Review of teaching practice

- Professional Learning Communities, which link the learning needs of students with the professional learning and practice of teachers and provide an opportunity for teachers to collaboratively evaluate the effect of high impact teaching strategies; and
- the Performance Development cycle, which provides an opportunity to provide feedback to teaching staff on their performance to support ongoing learning and development, with a focus on how student learning can be improved through improving teaching practice.

COMMUNICATION

This policy will be communicated to our staff in the following ways:

- Provided to staff at induction and included in staff handbook/manual
- Discussed at staff meetings/briefings as required

This policy should be read alongside:

- [whole school curriculum plan](#)
- [Assessment, Reporting and Homework Statement](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	17/07/24
Approved by	Lisa Holt (Principal)
Next scheduled review date	17/07/28